



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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ISSN: 2222-6990

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v11-i14/8535>

DOI:10.6007/IJARBSS/v11-i14/8535

**Received:** 05 December 2020, **Revised:** 28 December 2020, **Accepted:** 12 January 2021

**Published Online:** 26 January 2021

**In-Text Citation:** (Roslan & Chen, 2021)

**To Cite this Article:** Roslan, M. H. Bin, & Chen, C. J. (2021). Exploring On-Campus Student Satisfaction on Learning Via Mooc. *International Journal of Academic Research in Business and Social Sciences*, 11(14), 142–153.

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**Special Issue: Contemporary Business and Humanities Landscape Towards Sustainability, 2021, Pg. 142 – 153**

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## Exploring On-Campus Student Satisfaction on Learning Via Mooc

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### Abstract

Satisfaction is the key to determine students' intention to continue using a Massive Open Online Course (MOOC) and examining these students' MOOC learning experience can provide insights into their satisfaction. Thus, this study aims to explore the MOOC learning experience of on-campus students who took up a MOOC on ICT Competency to identify aspects that are satisfying as well as dissatisfying to them. This study employed a qualitative approach in which eight students who had completed the ICT Competency MOOC were purposively chosen. The critical incident technique (CIT) was employed to collect and analyze information about significant experiences or critical occurrences of these participants during their MOOC learning. The meanings to these critical occurrences were collected to determine whether each experience inferred satisfaction towards the MOOC learning experience or otherwise. Participants were interviewed individually and the interview was guided by the eight aspects of Badrul Khan's e-learning framework. The study reveals six satisfaction factors and another six dissatisfaction factors that point to six important lessons in designing and implementing a MOOC. The six lessons learned include the importance of providing flexibility in learning; providing a user-friendly interface and appealing as well as comprehensible learning materials; providing manageable, relevant assessments with clear assessment instructions; providing adequate instructor engagement; providing essential infrastructure and stable technological affordances; and incorporating anti-plagiarism strategies.

**Keywords:** Massive Open Online Courses (MOOC), ICT Competency, Badrul Khan's e-Learning Framework, Critical Incident Technique (CIT).

### Introduction

Massive Open Online Courses or MOOCs are online courses that focus on big-scale interactive participation and open to anyone at any time via the web while paying vastly low, if any, fees (Liyanagunawardena, 2015; Liyanagunawardena, Adams, & Williams, 2013). MOOCs are classified as a sustaining innovation that creates new opportunities for learners to pursue knowledge and skills which would otherwise unavailable (Al-Imarah & Shields, 2019). Haavind and Sistek-Chandler (2015)